



Chicora Elementary

1912 Success Street
North Charleston, SC

| | | |
|-----------------------|-------------------------|--------------|
| Grades | PK-5 Elementary School | |
| Enrollment | 369 Students | |
| Principal | Camille Hendrix | 843-746-2210 |
| Superintendent | Dr. Nancy J. McGinley | 843-937-6319 |
| Board Chair | Mrs. Toya Hampton Green | 843-723-7831 |

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

| YEAR | ABSOLUTE RATING | GROWTH RATING |
|-------------|----------------------|----------------|
| 2009 | Below Average | Average |
| 2008 | Below Average | Good |
| 2007 | At-Risk | At-Risk |
| 2006 | Below Average | At-Risk |
| 2005 | Average | Good |

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

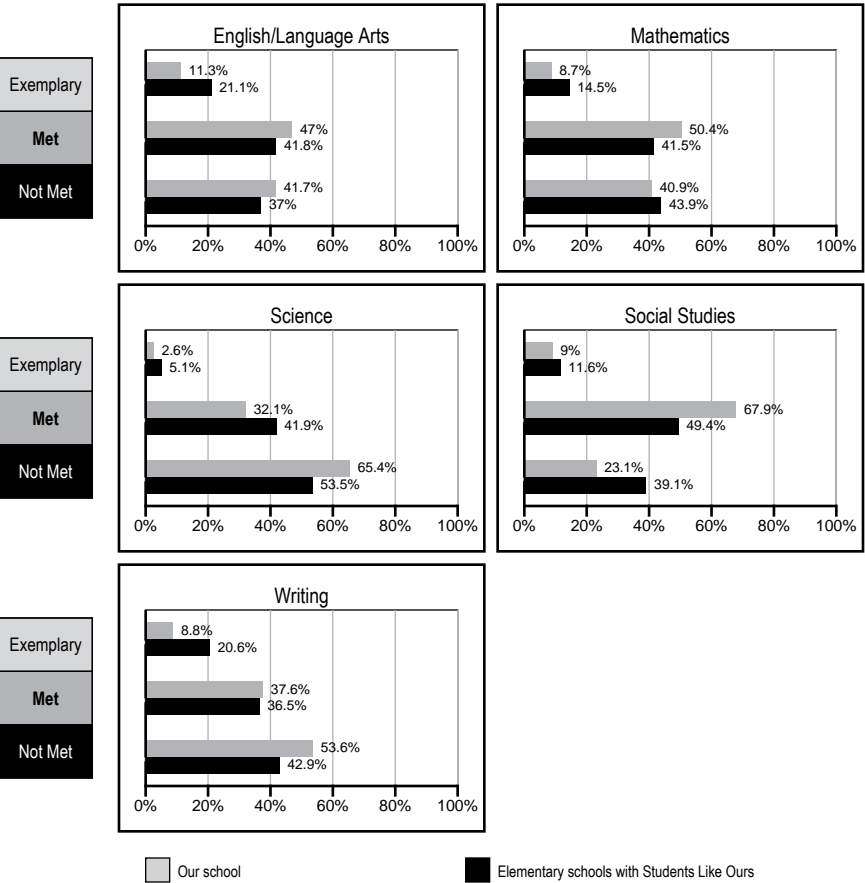
97.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

| | | | | |
|-----------|------|---------|---------------|---------|
| Excellent | Good | Average | Below Average | At-Risk |
| 1 | 2 | 48 | 49 | 28 |

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

| | |
|-----------|---|
| Exemplary | "Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard. |
| Met | "Met" means the student met the grade level standard. |
| Not Met | "Not Met" means that the student did not meet the grade level standard. |

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

| | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|--|------------|-----------------------|--|--------------------------|
| Students (n=369) | | | | |
| First graders who attended full-day kindergarten | 100.0% | No Change | 100.0% | 100.0% |
| Retention rate | 2.0% | Down from 3.8% | 2.5% | 1.9% |
| Attendance rate | 98.1% | Up from 97.5% | 96.1% | 96.3% |
| Eligible for gifted and talented | 0.0% | No Change | 2.8% | 10.0% |
| With disabilities other than speech | 3.4% | Up from 2.8% | 7.4% | 7.7% |
| Older than usual for grade | 0.0% | Down from 0.4% | 1.2% | 0.5% |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.0% | No Change | 0.0% | 0.0% |
| Teachers (n=35) | | | | |
| Teachers with advanced degrees | 65.7% | Up from 50.0% | 57.0% | 59.4% |
| Continuing contract teachers | 74.3% | Up from 55.9% | 70.6% | 80.0% |
| Teachers with emergency or provisional certificates | 0.0% | No Change | 0.0% | 0.0% |
| Teachers returning from previous year | 81.6% | Up from 77.4% | 81.2% | 85.9% |
| Teacher attendance rate | 97.3% | Up from 96.7% | 95.2% | 95.1% |
| Average teacher salary* | \$46,817 | Up 4.6% | \$45,550 | \$47,149 |
| Professional development days/teacher | 9.3 days | Down from 10.0 days | 11.0 days | 11.1 days |
| School | | | | |
| Principal's years at school | 4.0 | Up from 3.0 | 2.0 | 4.0 |
| Student-teacher ratio in core subjects | 13.3 to 1 | Up from 13.1 to 1 | 16.4 to 1 | 18.8 to 1 |
| Prime instructional time | 95.2% | Up from 93.4% | 90.1% | 90.4% |
| Opportunities in the arts | Good | No Change | Good | Good |
| SACS accreditation | No | No Change | Yes | Yes |
| Parents attending conferences | 96.1% | Down from 97.2% | 100.0% | 100.0% |
| Character development program | Excellent | Up from Good | Good | Excellent |
| Dollars spent per pupil** | \$8,146 | Down 0.1% | \$8,730 | \$7,458 |
| Percent of expenditures for instruction** | 69.9% | Up from 68.4% | 68.2% | 68.8% |
| Percent of expenditures for teacher salaries** | 66.2% | Up from 52.9% | 61.8% | 63.2% |

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

This year Chicora is excited to have become a Communications Magnet School, the only one of its kind in the district. "Excellence is our Standard" is our motto, and our theme and focus will be communications in all types of media.

In 2006, Chicora was one of six schools in the nation and the first ever in South Carolina to win the National School Change Award. This award recognizes schools that have made substantial improvements in all areas. An energetic, highly-qualified, enthusiastic faculty and staff are keys to the success that has visibly transformed Chicora Elementary School. A demonstration classroom and relevant monthly staff development that addresses the specific needs of Chicora are important parts of our school improvement plan, as well as reduced class size that allows teachers to give extra attention to individual students. We evaluate the strengths and weaknesses of our programs and students based on MAP scores, surveys, and other data.

We have had a busy and productive year. We will continue with our school-wide reading program, which includes a reading celebration in May. A highly effective parenting team continues to develop good home/school relationships. Our mentoring program grows every year. Our goal is one mentor for every child. We have formed a partnership with Wings, which provides a quality after-school program.

An updated state-of-the-art computer lab with a certified teacher has been an asset for the school and community. At Chicora, we utilize technology to enrich and increase student achievement in all academic areas. The fifth grade teachers are excited that their students continue to progress with the Read 180 and Read About programs, two unique reading programs that integrate technology, English Language Arts, and the content areas. Successmaker, a reading and math technology program, is used in second through fourth grades. Academy of Reading is also used to support struggling readers in fourth grade.

The principal continues to have an open door policy to help ensure a school climate that is friendly and inviting. Chicora has a talented, dedicated faculty and staff who work hard each day to provide meaningful experiences and lessons for our students. The students' potential is great, and we strive daily to unlock that potential and help all of our children become successful. We recognize that students will rise to exemplary performance with high expectations, and that is what we demand for and from the students at Chicora Elementary.

Camille Hendrix, Principal
Shantia Wilder, School Improvement Council Chairperson

| Evaluations by Teachers, Students and Parents | | | |
|--|----------|-----------|----------|
| | Teachers | Students* | Parents* |
| Number of surveys returned | 35 | 39 | 32 |
| Percent satisfied with learning environment | 100.0% | 94.9% | 87.5% |
| Percent satisfied with social and physical environment | 97.1% | 86.8% | 86.7% |
| Percent satisfied with school-home relations | 90.9% | 92.3% | 93.5% |

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

| | |
|---------------------------------|-----|
| School Adequate Yearly Progress | YES |
|---------------------------------|-----|

This school met 13 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

| | |
|---------------------------|----------|
| School Improvement Status | NI-DELAY |
|---------------------------|----------|

| School Improvement Key | |
|------------------------|---|
| NI | Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice. |
| CSI | Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services. |
| CA | Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action. |
| RP | Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan. |
| R | Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services. |
| DELAY | The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay." |
| HOLD | The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold." |

| Teacher Quality and Student Attendance | | |
|---|--------------|-------|
| | Our District | State |
| Classes in low poverty schools not taught by highly qualified teachers | 2.5% | 1.7% |
| Classes in high poverty schools not taught by highly qualified teachers | 7.5% | 5.8% |

| | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 0.0% | 0.0% | Yes |
| Student attendance rate | 98.1% | 94.0%* | Yes |

* Or greater than last year

PASS Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary* | District % Met or Exemplary* | State % Met or Exemplary* | Performance Objective Met | Participation Objective Met |
|--|-------------------------------|----------|-----------|-------|-------------|----------------------------|------------------------------|---------------------------|---------------------------|-----------------------------|
|--|-------------------------------|----------|-----------|-------|-------------|----------------------------|------------------------------|---------------------------|---------------------------|-----------------------------|

English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

| | | | | | | | | | | |
|------------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students | 128 | 100 | 41.7 | 47 | 11.3 | 75.7 | 84.9 | 82.8 | Yes | Yes |
| Gender | | | | | | | | | | |
| Male | 67 | 100 | 46.7 | 43.3 | 10 | 66.7 | 81.8 | 79.3 | N/A | N/A |
| Female | 61 | 100 | 36.4 | 50.9 | 12.7 | 85.5 | 88.1 | 86.5 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 1 | I/S | I/S | I/S | I/S | I/S | 95.8 | 89.5 | I/S | I/S |
| African American | 125 | 100 | 41.1 | 47.3 | 11.6 | 75.9 | 74.8 | 73.7 | Yes | Yes |
| Asian/Pacific Islander | N/A | N/AV | N/A | N/A | N/A | N/A | 96.4 | 92.3 | I/S | I/S |
| Hispanic | 2 | I/S | I/S | I/S | I/S | I/S | 76.3 | 76.5 | I/S | I/S |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | 94 | 82.5 | I/S | I/S |
| Disability Status | | | | | | | | | | |
| Disabled | 2 | I/S | I/S | I/S | I/S | I/S | 53.5 | 52 | I/S | I/S |
| Migrant Status | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 66.1 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 2 | I/S | I/S | I/S | I/S | I/S | 75.6 | 75.1 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | |
| Subsided meals | 121 | 100 | 43.1 | 45.9 | 11 | 74.3 | 74.9 | 75.5 | Yes | Yes |

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

| | | | | | | | | | | |
|------------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students | 128 | 100 | 40.9 | 50.4 | 8.7 | 65.2 | 81 | 78.9 | Yes | Yes |
| Gender | | | | | | | | | | |
| Male | 67 | 100 | 36.7 | 50 | 13.3 | 70 | 79.3 | 77 | N/A | N/A |
| Female | 61 | 100 | 45.5 | 50.9 | 3.6 | 60 | 82.8 | 80.9 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 1 | I/S | I/S | I/S | I/S | I/S | 94.6 | 87.2 | I/S | I/S |
| African American | 125 | 100 | 40.2 | 50.9 | 8.9 | 65.2 | 67.9 | 66.7 | Yes | Yes |
| Asian/Pacific Islander | N/A | N/AV | N/A | N/A | N/A | N/A | 94.6 | 93 | I/S | I/S |
| Hispanic | 2 | I/S | I/S | I/S | I/S | I/S | 76.7 | 76 | I/S | I/S |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | 92 | 79.5 | I/S | I/S |
| Disability Status | | | | | | | | | | |
| Disabled | 2 | I/S | I/S | I/S | I/S | I/S | 46.9 | 45.5 | I/S | I/S |
| Migrant Status | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 75.7 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 2 | I/S | I/S | I/S | I/S | I/S | 77.1 | 76.1 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | |
| Subsided meals | 121 | 100 | 43.1 | 49.5 | 7.3 | 63.3 | 69.2 | 70.2 | Yes | Yes |

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary | District % Met or Exemplary | State % Met or Exemplary |
|------------------------------|----------------------------------|----------|-----------|-------|-------------|------------------------------|--------------------------------|-----------------------------|
| Science | | | | | | | | |
| All Students | 86 | 100 | 65.4 | 32.1 | 2.6 | 34.6 | 68.9 | 67.5 |
| Gender | | | | | | | | |
| Male | 47 | 100 | N/AV | N/AV | N/AV | 39.5 | 68.2 | 67 |
| Female | 39 | 100 | 71.4 | 22.9 | 5.7 | 28.6 | 69.6 | 68 |
| Racial/Ethnic Group | | | | | | | | |
| White | 1 | I/S | I/S | I/S | I/S | I/S | 90.4 | 79.5 |
| African American | 83 | 100 | 65.3 | 32 | 2.7 | 34.7 | 48.1 | 50.3 |
| Asian/Pacific Islander | N/A | N/AV | N/A | N/A | N/A | N/A | 87.2 | 84.3 |
| Hispanic | 2 | I/S | I/S | I/S | I/S | I/S | 58.6 | 60.7 |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | 84.4 | 71.2 |
| Disability Status | | | | | | | | |
| Disabled | 2 | I/S | I/S | I/S | I/S | I/S | 36.6 | 35.6 |
| Migrant Status | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 46.1 |
| English Proficiency | | | | | | | | |
| Limited English Proficient | 2 | I/S | I/S | I/S | I/S | I/S | 58.3 | 59.6 |
| Socio-Economic Status | | | | | | | | |
| Subsided meals | 83 | 100 | 67.1 | 30.3 | 2.6 | 32.9 | 50.2 | 55.1 |

Social Studies

| | | | | | | | | |
|------------------------------|-----|------|------|------|-----|------|------|------|
| All Students | 86 | 100 | 23.1 | 67.9 | 9 | 76.9 | 76.8 | 72.3 |
| Gender | | | | | | | | |
| Male | 45 | 100 | 24.4 | 65.9 | 9.8 | 75.6 | 75.3 | 71.5 |
| Female | 41 | 100 | 21.6 | 70.3 | 8.1 | 78.4 | 78.4 | 73.2 |
| Racial/Ethnic Group | | | | | | | | |
| White | N/A | N/AV | N/A | N/A | N/A | N/A | 91.5 | 80.7 |
| African American | 85 | 100 | 23.4 | 67.5 | 9.1 | 76.6 | 62.7 | 60 |
| Asian/Pacific Islander | N/A | N/AV | N/A | N/A | N/A | N/A | 89.5 | 88.5 |
| Hispanic | 1 | I/S | I/S | I/S | I/S | I/S | 71.4 | 68 |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | 90.9 | 72.2 |
| Disability Status | | | | | | | | |
| Disabled | 1 | I/S | I/S | I/S | I/S | I/S | 46.6 | 43.5 |
| Migrant Status | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 50.7 |
| English Proficiency | | | | | | | | |
| Limited English Proficient | 1 | I/S | I/S | I/S | I/S | I/S | 71.6 | 67.9 |
| Socio-Economic Status | | | | | | | | |
| Subsided meals | 80 | 100 | 24.7 | 65.8 | 9.6 | 75.3 | 64 | 62.1 |

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary | District % Met or Exemplary | State % Met or Exemplary | School Attendance Rate | District Attendance Rate |
|------------------------------|----------------------------------|----------|-----------|-------|-------------|------------------------------|--------------------------------|-----------------------------|---------------------------|-----------------------------|
| Writing | | | | | | | | | | |
| All Students | 134 | 100 | 53.6 | 37.6 | 8.8 | 46.4 | 74.1 | 70.2 | 98.1 | 96 |
| Gender | | | | | | | | | | |
| Male | 68 | 100 | 61.5 | 33.8 | 4.6 | 38.5 | 67.8 | 63.2 | 98 | 95.9 |
| Female | 66 | 100 | 45 | 41.7 | 13.3 | 55 | 80.6 | 77.5 | 98.2 | 96.1 |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 1 | I/S | I/S | I/S | I/S | I/S | 90.4 | 79.1 | 98.7 | 95.9 |
| African American | 131 | 100 | 53.3 | 37.7 | 9 | 46.7 | 59.2 | 57.6 | 98.1 | 96 |
| Asian/Pacific Islander | N/A | N/AV | N/A | N/A | N/A | N/A | 89.9 | 86.2 | N/A | 97 |
| Hispanic | 2 | I/S | I/S | I/S | I/S | I/S | 61.1 | 62.6 | 98.6 | 96.3 |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | 84 | 68.7 | N/A | 95.8 |
| Disability Status | | | | | | | | | | |
| Disabled | 4 | I/S | I/S | I/S | I/S | I/S | 29.6 | 26.1 | 97.5 | 95 |
| Migrant Status | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 54.7 | N/A | 97.4 |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 2 | I/S | I/S | I/S | I/S | I/S | 60.2 | 61.2 | 99.3 | 96.5 |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 127 | 100 | 55.5 | 37 | 7.6 | 44.5 | 59.1 | 58.9 | 98.1 | 95.7 |

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

| | Grade | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or Exemplary |
|-----------------------|-------|----------------------------------|----------|-----------|-------|-------------|-----------------------|
| English/Language Arts | | | | | | | |
| 2009 | 3 | 46 | 100 | 41 | 51.3 | 7.7 | 59 |
| | 4 | 44 | 100 | 53.7 | 36.6 | 9.8 | 46.3 |
| | 5 | 38 | 100 | 28.6 | 54.3 | 17.1 | 71.4 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| Mathematics | | | | | | | |
| 2009 | 3 | 46 | 100 | 64.1 | 33.3 | 2.6 | 35.9 |
| | 4 | 44 | 100 | 39 | 48.8 | 12.2 | 61 |
| | 5 | 38 | 100 | 17.1 | 71.4 | 11.4 | 82.9 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| Science | | | | | | | |
| 2009 | 3 | 23 | 100 | N/AV | N/AV | N/AV | 15 |
| | 4 | 44 | 100 | 58.5 | 36.6 | 4.9 | 41.5 |
| | 5 | 19 | 100 | N/AV | N/AV | N/AV | 41.2 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| Social Studies | | | | | | | |
| 2009 | 3 | 23 | 100 | 42.1 | 42.1 | 15.8 | 57.9 |
| | 4 | 44 | 100 | 14.6 | 78 | 7.3 | 85.4 |
| | 5 | 19 | 100 | 22.2 | 72.2 | 5.6 | 77.8 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| Writing | | | | | | | |
| 2009 | 3 | 48 | 100 | 60.5 | 27.9 | 11.6 | 39.5 |
| | 4 | 47 | 100 | 61.4 | 34.1 | 4.5 | 38.6 |
| | 5 | 39 | 100 | 36.8 | 52.6 | 10.5 | 63.2 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample